

Instrumental Music IV

Fine Arts Curriculum Framework

Revised 2008

Course Title: Instrumental Music IV
 Course/Unit Credit: 1
 Course Number: 451060
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12
 Prerequisite: Instrumental Music I, II, & III

Instrumental Music IV

Instrumental Music IV is a two-semester course designed for students who have successfully completed Instrumental Music III. Instrumental Music IV students will internalize music fundamentals and instrumental techniques pertaining to brass, woodwind, percussion, and/or string instruments in the research, production, performance, and criticism of instrumental music. Students are expected to further develop sight-reading and improvisational skills and to apply advanced performance techniques in solo, small group, and large group settings. Instrumental Music IV students will critique instrumental music performances to a degree that an understanding of the interdependence between instrumental music and society is demonstrated. Instrumental Music IV students will regularly perform instrumental music in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals and will demonstrate successful completion of Instrumental Music IV student learning expectations. Instrumental Music III is a prerequisite for this course. Instrumental Music IV does not require Arkansas Department of Education approval.

Strand	Content Standard
Skills and Techniques	
	1. Students shall apply the essential skills and techniques to perform music.
Creative Expression	
	2. Students shall demonstrate creative expression through music.
Critical Analysis	
	3. Students shall listen to, describe, analyze, perform, and evaluate music.
Connections	
	4. Students shall make connections between music and other disciplines.

Strand: Skills and Techniques

Content Standard 1: Students shall apply the essential skills and techniques to perform music.

ST.1.IMIV.1	Perform with characteristic <i>tone</i> quality, accurate <i>intonation</i> , in <i>extended registers</i> at all <i>dynamic</i> levels
ST.1.IMIV.2	Demonstrate varied <i>articulations</i> consistently as stylistically appropriate
ST.1.IMIV.3	Demonstrate consistent <i>vertical alignment</i> independently within an <i>ensemble</i>
ST.1.IMIV.4	Perform an accompanied <i>solo</i> or with a small <i>ensemble</i> without a conductor
ST.1.IMIV.5	Perform <i>scales</i> by memory <ul style="list-style-type: none">• <i>major</i> C, G, D, A, E, B, F, Bb, Eb, Ab, Db, Gb• <i>minor</i> a, e, b, f#, c#, g#, d, g, c, f, bb, eb• <i>chromatic</i>• <i>whole tone</i>
ST.1.IMIV.6	Perform <i>rudiments</i> by memory (e.g., single stroke, double stroke, five stroke, seven stroke roll, nine stroke roll, single paradiddle, double paradiddle, flam accent, flamacue, flam paradiddle, drag, double drag tap, single ratamacue)
ST.1.IMIV.7	Perform advanced technique builders in various keys (e.g., <i>lip slurs</i> , <i>chorales</i> , <i>arpeggios</i>)
ST.1.IMIV.8	<i>Sight-read</i> advanced music

Strand: Creative Expression

Content Standard 2: Students shall demonstrate creative expression through music.

CE.2.IMIV.1	Perform music of greater complexity in contrasting <i>styles</i>
CE.2.IMIV.2	Create <i>rhythmic</i> and <i>melodic</i> variations utilizing different keys in a specific <i>style</i> and <i>meter</i> (e.g., <i>compose</i> , <i>arrange</i> , <i>improvise</i>)
CE.2.IMIV.3	Perform advanced elements and principles of <i>phrasing</i> , <i>expression</i> , <i>balance</i> , and <i>intonation</i> at all <i>dynamic</i> levels within the <i>ensemble</i>
CE.2.IMIV.4	Perform fundamental elements and principles of <i>phrasing</i> and <i>expression</i> <ul style="list-style-type: none">• <i>tempi</i> (e.g., <i>grave</i>, <i>lento</i>, <i>andante</i>, <i>moderato</i>, <i>allegro</i>, <i>presto</i>)• <i>expressive markings</i> (e.g., <i>cantabile</i>, <i>dolce</i>, <i>grandioso</i>, <i>maestoso</i>)• <i>articulations</i> (e.g., <i>tenuto</i>, <i>staccato</i>, <i>legato</i>, <i>accents</i>, <i>marcato</i>)• <i>dynamics</i> (e.g., <i>crescendo</i>, <i>decrescendo</i>, <i>pianissimo</i> (<i>pp</i>), <i>piano</i> (<i>p</i>), <i>mezzo piano</i> (<i>mp</i>), <i>mezzo forte</i> (<i>mf</i>), <i>forte</i> (<i>f</i>), <i>fortissimo</i> (<i>ff</i>))

Strand: Critical Analysis

Content Standard 3: Students shall listen to, describe, analyze, perform, and evaluate music.

CA.3.IMIV.1	Critique (e.g., <i>journal, blog, graphic organizer</i> , verbally) examples of a varied <i>repertoire</i> of music
CA.3.IMIV.2	Evaluate instrumental music <i>performances</i> using established criteria
CA.3.IMIV.3	Exhibit proper <i>etiquette</i> in rehearsal, <i>performances</i> , and audience settings

Strand: Connections

Content Standard 4: Students shall make connections between music and other disciplines.

C.4.IMIV.1	Describe music from different historical periods
C.4.IMIV.2	Research diverse opportunities in the music field (e.g., <i>arts management, music business, music therapy, sound engineers</i>)
C.4.IMIV.3	Evaluate the role of music in various cultures throughout history
C.4.IMIV.4	Describe cultural and <i>technological</i> influences on music (e.g., <i>software, hardware, recording, Web 2.0</i>)
C.4.IMIV.5	Demonstrate <i>esprit de corps</i>

Glossary for Instrumental Music IV

Accents	A stress or emphasis placed on a note generally performed one <i>dynamic</i> level higher at the beginning of the note with space placed on each side of the note
Allegro	Fast, lively <i>tempo</i>
Andante	Moderately slow; a walking <i>tempo</i>
Arpeggios	Broken chords
Arrange	To alter a composition
Articulation	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance of vowels and consonants
Arts management	A career in fine arts administration
Balance	The equalization of sounds
Blog	An online journal that may include text, images, and interactive media
Cantabile	In a singing <i>style</i>
Chorales	Religious compositions originating in the 16 th Century Lutheran Church
Chromatic scale	A series of half steps
Compose	To create music
Crescendo	Gradually get louder
Decrescendo	Gradually get softer
Dolce	Sweetly
Dynamic	Loudness or softness of sound
Ensemble	Group of two or more
Espirit de corps	The morale of students that makes the members want to succeed as a group
Etiquette	Protocols for behavior during a rehearsal or a <i>performance</i>
Expression	Referring to <i>dynamics</i> , <i>tempo</i> , and <i>articulation</i> in a composition
Expressive markings	Symbols used to indicate <i>dynamics</i> , <i>tempo</i> , and <i>articulation</i> in a composition
Extended registers	Pitches beyond the usual range
Forte (f)	Loud
Fortissimo (ff)	Very loud
Grandioso	Majestic
Graphic organizer	Pictorial or graphical ways to organize information and thoughts for understanding, remembering, or writing (e.g., T-chart, Venn diagram, time line, cluster chart)
Grave	Serious
Hardware	Computer interface devices, such as microphones, speaker systems, cameras, MP3 players, electronic instruments, and interactive whiteboards
Improvise	To create spontaneously
Intonation	Degree of accuracy in which pitches are in tune
Journal	A short written reflection or reaction
Legato	Smooth and connected
Lento	Slow

Lip slurs	Moving smoothly between two notes
Maestoso	Dignified
Major scale	A sequence of eight notes arranged in the following specific pattern of whole and half steps, beginning and ending with the tonic: tonic, whole step, whole step, half step, whole step, whole step, whole step, half step to tonic
Marcato	Marked, accented
Melodic	Related to melody, which is the tune, or a series of pitches that moves up or down, or stays the same
Meter	A pattern of fixed beats as indicated by time signature
Mezzo forte (mf)	Moderately loud
Mezzo piano (mp)	Moderately soft
Minor scale	Has the same <i>tones</i> as the <i>major scale</i> , but uses the sixth <i>tone</i> of the <i>major scale</i> as its tonic, resulting in the following pattern: tonic, whole step, half step, whole step, whole step, half step, whole step, whole step to tonic
Moderato	Moderate <i>tempo</i>
Music business	Careers involving for-profit musical pursuits
Music therapy	Use of music to improve psychological, social, cognitive, and physical function
Performance	To play, sing, or move in formal or informal settings
Phrasing	Observing the musical sentence
Pianissimo (pp)	Very soft
Piano (p)	Soft
Presto	Fast <i>tempo</i>
Recording	Reproducing sound using computer-based audio, video, and stand alone sound systems (e.g., portable, component)
Repertoire	List of music pieces which a group or person has prepared or performed
Rhythmic	Related to rhythm, which is the pattern of long and short sounds and silences in music
Rudiments	<i>Rhythmic</i> patterns used as exercises
Scales	Ascending or descending patterns of whole and half steps
Sight-read	Reading a piece of music without preparation
Software	Computer-based programs for notating, arranging, synthesizing, and otherwise manipulating music
Solo	One voice or instrument
Sound engineers	A technical career involving musical production
Staccato	Short and detached
Styles	A characteristic of a particular person or group of people or period that make genres of music unique (e.g., folk, symphony)
Technological	A term relating to computers, sound systems, projectors, the Internet, and other modern communication media
Tempi	Plural for <i>tempo</i> , which is speed of the beat
Tenuto	Sustain notes for full value
Tone	A musical sound on a specific pitch
Vertical alignment	Ensemble precision
Web 2.0	Interactive, user-created World Wide Web content, such as Podcasts, blogs, Wikis, and mashups
Whole tone scale	A <i>scale</i> of whole steps